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ABSTRACT

The Children's Social Relations Interview Scale (CSRIS) was developed to assess the role expectations and role behaviors associated with physical disabilities, namely low status and independence. Three traits are assessed: succorance, the seeking of help and support: restraint, physical and social limitation and circumscription by others: and inautonomy, the lack of self-determination and self-government. The test, consisting of 18 questions, has been used with orthopedically disabled children, ages 6 to 12. Replies to the questions are assigned a score from 0 to 3. A score of 1 indicates that the child's responses are congruent with patient role while a score of 3 indicates that the child's responses are congruent with the agent or actor role. The test was administered to 80 children: 40 were severely orthopedically disabled and the remaining 40 were normal. The hypothesis that the disabled group would enact the patient role while the non disabled group would enact the agent role was supported. Intratask Kuder-Richardson Formula 20 reliability coefficients totaled .78 and .76 for the disabled and normal groups, respectively. (Author/CP)

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CHILDREN'S SOCIAL RELATIONS INTERVIEW SCALE

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CHILDREN'S SOCIAL RELATIONS INTERVIEW SCALE

The Children's Social Relations Interview Scale (CSRIS) was developed to assess the role expectations and role behaviors associated with physical disabilities, namely low status and independence. The CSRIS consists of a series of questions and probes which can be used to elicit quantitative and qualitative information about a child's interpersonal interactions. Three traits are assessed: succorance, the seeking of help and support; restraint, physical and social limitation and circumscription by others; and inautonomy, the lack of self-determination and self-government. It has been used with groups of orthopedically disabled children ranging in age from 6 to 12 years. (Volpe, 1970, 1976a, 1976b.)

DESCRIPTIONS AND PROCEDURES

The CSRIS is composed of a total of 18 questions, six for each of the three traits. (For the questions and scoring key, see Appendix A.) The child's replies to the questions are assigned a score from 0 to 3 according to the scoring key. A score of 1 indicates that the child's responses are congruent with the patient role while a score of 3 indicates that the child's responses are congruent with the agent or actor role. Although the questions and scoring procedures were developed during pretest sessions, the scoring codes were derived from a content analysis of overall responses. Total scores were given in each of the catergories.

RELIABILITY

The reliability of the CSRIS is good. Volpe (1970, 1976a, 1976b) administered the CSRIS to 80 children; 40 of these children were severely orthopedically disabled and the remaining 40 were non disabled. Half of each group was between the ages of 6 and 8 years; the other half was between 9 and 12. All the children were Canadian born anglophones and the groups were matched on the basis of sex, age and socioeconomic status. The IQ (Binet) scores for all the children ranged between 85 and 125. The tape

recorded sessions were scored by two research assistants working independently. The hypothesis that the disabled group would enact the patient role while the non disabled group would enact the agent role was supported by the results, as shown in Table 1.

Table 1

Between group differences of means on the CSRIS

(1, Patient; 3, Agent)

Dimension	Disabled	Non disabled	Variance	t Value
Succorant-Nurturant	1.60	2.32	.28	3.58*
Restrained-Unrestrained	1.70	2.44	.30	5.24*
Inautonomous-Autonomous	1.58	2.41	.11	1.78*

*Significant at $p < .05$, $df = 39$.

Although the two groups scored in the directions predicted by the hypothesis, there were a considerable number of responses in the "both" category. There is no justification for considering this a neutral category and its extensive employment suggests a need for a more detailed set of codes and a more extensive scoring range. Intratask Kuder-Richardson Formula 20 reliability coefficients for the CSRIS are presented in Table 2.

Table 2

Intratask KR-20 reliability for the CSRIS

Dimension	Disabled	Non disabled
Succorant-Nurturant	.64	.64
Restrained-Unrestrained	.57	.60
Inautonomous-autonomous	.74	.42
Total	.78	.76

SUMMARY

The CSRIS is an easy to use method of assessing a child's independence in social relations. It has been used in one experimental study and has been shown to have adequate reliability although the scoring system may need further refinement.

REFERENCES

Volpe, R. Cognitive and social development in orthopedically disabled and non disabled children. Unpublished doctoral dissertation, University of Alberta, 1970.

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APPENDIX A

Questions and Scoring Key

Part I - Succorance-nurturance

The succorance-nurturance dimension involved a series of questions dealing with the role relationships of helped-helper, receiver-giver, and follower-leader. The child was oriented to each of the scored questions by a preliminary request to relate behavioral situations relevant to their occurrence. Moreover, the additional aspect of preference was ascertained by requesting supplemental information regarding enactment.

The following is the entire first section of the interview and covers the specific indicators of succorance-nurturance. The coding categories and score range follow each question.

"Now, I am going to ask you some questions."

"Would you tell me about a situation where you helped somebody? Who, when, and why?"

"Now tell me about a time when somebody helped you. Who, when, and why?"

(1) "Which do you think you are most often, the one who helps or the one who gets helped?"

(0. No response; 1. Helped; 2. Both; 3. Helper)

(2) "Which do you prefer to be, the one who helps or the one who gets helped?"

(0. No response; 1. Helped; 2. Both; 3. Helper)

"I would like you to tell me about some time when you gave something to someone. Who, when, and why?"

"Now tell me about some time when someone gave you something. Who, when, and why?"

(3) "Which do you think happens most often; you give somebody something, or somebody gives you something?"

(0. No response; 1. Receiver; 2. Both; 3. Giver)

(4) "Which would you rather have happen; you give something to someone, or have someone give you something?"

(0. No response; 1. Receiver; 2. Both; 3. Giver)

"Sometimes when you are with other people, a decision or choice has to be made, like deciding where to go or what to do. Tell me about a time when you were the one who made the decision or made up your mind as to what was going to be done. Who, when, and why?"
(Be certain the child understands the meaning of the word "decision".)

"Now tell me about sometime when someone else made the decision. Who, when, and why?"

(5) "Which position do you think you are in most often, the one who makes the decision or the one who has the decision made for him by someone else?"

(0. No response; 1. Follower; 2. Both; 3. Leader)

(6) "Which do you prefer to be, the one who makes the decision or the one who has the decision made for him by others?"

(0. No response; 1. Follower; 2. Both; 3. Leader)

Part II - Restrained-unrestrained

The restrained-unrestrained dimension of the patient-agent role set is indicated in the following items of Part II of the interview schedule. The questions and probes are an attempt to determine the extent to which the child is circumscribed or curbed both quantitatively and qualitatively in his relations.

(1) "Where do you spend most of your play time?"

(0. No response; 1. Geographically narrow; 2. Moderate; 3. Extensive)

(2) "Do you play mostly with other children or by yourself?"

(0. No response; 1. Alone; 2. Both; 3. Others)

(3) "Where do most of the kids you play with live? How did you come to know them? How many friends do you have, do you usually play with?"

(0. No response; 1. Socially narrow; 2. Moderate; 3. Extensive)

(4) "What is a best friend? Do you have any best friends? Who and where?"

(0. No response; 1. None; 2. Several; 3. Many)

(6) "Are you involved in as many activities as you would like to be? Elaborate."

(0. No response; 1. Rarely; 2. Sometimes; 3. Often)

Part III - Inautonomy-autonomy

The following questions refer to the inautonomy-autonomy dimension. These items attempt to determine the extent to which the child asserts himself in relation to others and is self-directed and governing.

(1) "Do you ever get in fights or arguments? If they occur, do people help you settle them? Who and when?"

(0. No response; 1. Always; 2. Sometimes; 3. Rarely)

(2) "Are you allowed to go and come as you please, or do others keep a close watch on you? Who and when?"

(0. No response; 1. Always; 2. Sometimes; 3. Rarely)

(3) "Does anyone ever treat you like a baby? Who and when?

(0. Response; 1. Always; 2. Sometimes; 3. Rarely)

(4) "Do you ever go places all by yourself, without anyone going along with you? When and where?"

(0. No response; 1. Rarely; 2. Sometimes; 3. Often)

(5) "How often do you make plans without asking someone for permission, or if it is okay? When and why?"

(0. No response; 1. Rarely, 2; Sometimes; 3. Often)

(6) "How often do you buy something all by yourself without asking someone if it is okay? When and why?"

(0. No response; 1. Rarely; 2. Sometimes; 3. Often)